**K-5 ELA Lesson Plan**

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| **Teacher: Walker, Bartsch, Ferrell, Edwards, Murphy-Justice, Noyes, Morris, Tickerhoff** | | **Grade: 2** | | | **Date(s)**: 9/11/2012 – 9/17/2012 |
| **Unit Title: A Story to Share** | | | **Corresponding Unit Task: Task Four – Biographical Writing** | | |
| **Essential Question(s):**  **How does asking and answering questions help me understand key ideas and details while I read?**  **How do characters develop throughout a story?**  **How do illustrations and words in a text help readers comprehend what they read?**  **How do good writers share their opinion with readers?**  **How do good writers tell the story of someone else’s life? How can a good speaker effectively share a story with an audience?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**  **Exploring Space SF story**  **Astronaut Interview**  **Mae Jemison short story in SF**  **Short biographies on abcteach.com**  **Grammar and Writing workbook**  **Bio Cube activity on readwritethink.org**  **File Folder Keyboards for each student**  **Dictionary page (education.com)**  **Classroom Dictionary**  **Chart paper for inflected endings activity**  **Paper**  **Pencils**    Biography Power Point:  Astronaut interview: <http://htekidsnews.com/kids-interview-endeavour-astronauts/>  Pope John Paul Bio-<http://www.abcteach.com/free/r/rc_worldleaders_popejohnpaul2_elem.pdf>  [**http://typingforchildren.com/keyboard-template.html**](http://typingforchildren.com/keyboard-template.html) | | | | **key idea story**  **plot setting**  **major events topic**  **capitalization facts**  **context clues noun**  **conventions verb**  **punctuation opinion**  **details adjectives**  **adverbs period**  **question characters**  **\*\*keyboard, monitor, mouse**  **(in preparation for PowerPoint)** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Reading**  **Standards:**  **RI.2.1 Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text.**  **RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**  **I Can Statement(s):**   * **I can ask and answer questions such as who, what, when, where, and how.** * **I can read and comprehend second grade informational text.**   **Instructional Plan:**  **Day One –**   * **Whole Group:** Read Exploring Space with an Astronaut (SF 2.1 pg. 46-59) with students. Teacher will guide students through story using specific questions for better understanding. (SF 2.1 pg. 48-55)   *What do you think astronauts have to do and learn before they go into space?*  *How is being an astronaut different from other kinds of jobs?*  *Would you like to be an astronaut? Why or why not?*  Teacher will also guide students to the “text features” located in the text. Teacher will explain what text features are and their purpose in text.   * **Whole Group:** Discuss challenges astronauts face in their career. Teacher will create a list.   **Day Two -**   * **Whole Group:** Students view interview of astronauts:   [**https://webmail.gcsnc.com/owa/redir.aspx?C=9387762aba1d42baa96d6510b841a506&URL=http%3a%2f%2fhtekidsnews.com%2fkids-interview-endeavour-astronauts%2f**](https://webmail.gcsnc.com/owa/redir.aspx?C=9387762aba1d42baa96d6510b841a506&URL=http%3a%2f%2fhtekidsnews.com%2fkids-interview-endeavour-astronauts%2f) Teacher will use questions to determine understanding of specific interviews.   * **Independent Work:** Students will record questions/answers they heard in the video. * **Small Group:** The students will discuss interesting questions and new information learned.   **Day Three –**   * **Whole Group:** Read and discuss **Mae Jemison.** (refer to SF 2.1 DI-10 Unit One) Model and identify the important facts from Mae Jemison’s life. The teacher will model how to pull the facts from the text and use them in a timeline. Teacher will show examples of timeline and define what a timeline is. * **Small Group:** Students will work together and write in their journals three questions they would like to ask Mae Jemison to learn more about her.   **Day Four –**   * **Whole Group:**   <http://www.abcteach.com/free/r/rc_worldleaders_popejohnpaul2_elem.pdf>   * The students will read short biography on abcteach. Teacher will discuss important information in biography with students. Teacher will begin a timeline on the board focusing on Pope John Paul 2nd and his life’s events. Teacher will allow students to add information they read in the biography. * (Teachers could create “events” to add into the timeline and distribute them among students. Teacher asks students where certain important events would be placed on timeline, i.e. birth, college, challenges, significant events, etc…Students will then complete the “class” timeline on the Pope.)   **Day Five-**   * **Whole Group-** Reread Pope John Paul biography from day 4. Teacher will refer to timeline created in day 4. Teacher will review definition of adjectives and adverbs. Teacher will ask students for examples of each. Teacher and students will complete an adverb and adjective hunt by highlighting words in the biography in day 4 displayed for whole class viewing . | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.**  **W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **I Can Statement(s):**   * **I can write informative pieces.** * **I can include facts in my writing.** * **I can focus on one topic.** * **I can improve my writing by revising.**   **Instructional Plan:**  **Day One –**   * **Whole Group:** Teacher shows and discuss “How to Write a Biography” Power Point: * **Whole Group:** Teacher models writing biography based on model interview from Task 3. Teacher will model the following: * *Using answers from the interview to complete a graphic organizer to support writing* * *Using a graphic organizer to organize writing sequentially* * *Writing a strong opening statement* * *Writing a strong concluding statement* * *Using transition words* * *Using adequate details* * *Drafting* * *Editing* * *Revising* * *Publishing- Note: This will take the form of the PowerPoint presentation in Task 5.*   **Day Two –**   * **Whole Group:** Teacher will show students an object and have them brainstorm adjectives to describe the object. Teacher will model highlight words in text selection that fall under adjectives and teachers/students will complete page 140 in the Grammar and Writing Book. * **Independent Work:** Students will complete a “Bio Cube” based on their interview with their classroom partner.   **Day Three –**   * **Whole Group:** Review adjectives from the previous day. Have students brainstorm three new adjectives they can identify around the room. View power Point for Biography Expectations for Beginning, Middle, End. * **Small Group Work:** Small groups will focus on looking for specific information and highlight info (Students will use biography samples from abcteach, text, etc… and read them to gather information). * **Small Group Work:** Write important information on chart paper to help practice process of taking notes.   **Day Four-**   * **Whole Group:** Teacher will explain and provide examples of adverbs. Explain that adverbs tell when and where. Examples can include: outside, always, now, today, somewhere, downstairs, then. * **Small Group Work:** Students will highlight adverbs in sentences (Teacher can use sentences on page 158 in the Grammar and Writing Book).   **Day Five –**   * **Independent**: Teacher will review adverbs. Teacher will provide sentences and students will write adverb on dry erase board. Students can receive a “chip” or “token” for each correct answer. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Word Study**  **Standards:**  **L.2.2.e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**  **L.2.3. - Use knowledge of language and its conventions when writing, speaking, reading or listening.**  **L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy).**  **I Can Statement(s):**   * **I can use references to help me second grade words.** * **I can use words that describe when reading and speaking.**   **Instructional Plan:**  **Day One –**   * **Whole Group:** Teacher continues to model how to use keyboard (have sample on projector) * **Independent Work:** Students practice spelling weekly words using file-folder keyboards.   **Day Two –**   * **Whole Group:** Teacher reviews dictionary skills.Teacher will model using online dictionary/classroom dictionary for students. * **Partner Work:** Students read each word in “word bank” using template and write it on the correct “dictionary page” based on guide words (see template in materials).   **Day Three –**   * **Small Group Work:** Using words from “Sort Words” activity on page 70D SF Unit One Teacher’s Edition, students work in a small group to sort words. Students can highlight the blend in each word.   **Day Four –**   * **Independent Work:** Students complete Spelling Assessment (Blends).   **Day Five –**   * **Whole Group:** Teacher introduces inflected endings. Teacher models completing base word and endings chart (see SF DI 44 Unit One). Students assist in completing words in the chart. * **Small Group:** Students work together to add inflected endings to other base words and complete chart (drop, lift, yell, rest, wipe, crumble, stack, realize, plug, amuse). | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **SL.2.1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about the topics and texts under discussion.**   **SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**  **I Can Statement(s):**   * **I can discuss text in small and large groups.** * **I can ask for clarification or explanation if needed.** * **I can tell a story that is true and makes since.** * **I can tell a story with facts or descriptive details.** * **I can retell an experience that is true and makes since.** * **I can retell an experience with facts and details.**   **Instructional Plan:**  **See Reading and Writing plans where students are collaborating with each other and participating in class presentations.** | | | | |
| **Closing/Summarizing Strategy** | * **Evidence of independent work; participation in discussions; review of completion of biography.** * **Daily review of “I Can” statements** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Read and share Biographies found on Reading A-Z, Edhelper, or United Streaming for students to read and create timeline that will provide historical reference of person’s life.** | | **Teacher will provide more graphic organizers to help generate ideas for information to include in biography.**  **Students will receive more support when writing sentences.** | | | **Teacher will provide a list of transition words for students to choose from when writing.**  **Teacher can provide an editor’s checklist to be used during the editing process.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**   * **Assessments for these standards are integrated within the plan.** | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*